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ABSTRACT

A program to improve social studies reading comprehension among students of English for speakers of other languages (ESOL) was developed in the form of a practicum for use in an exemplary new school in Florida. Participants were five ESOL students, aged 9-11, with widely varying English proficiency, and a group of fifth grade teachers responsible for ESOL instruction. One student was hearing-impaired. Student language skills were assessed with local and standardized tests, and teacher competencies and needs in ESOL instruction were assessed using a questionnaire. A 12-week program of teacher training and student instruction was implemented. Drawing on research in social studies and reading instruction, the project consisted of content instruction using commercial texts, interactive questioning, instruction in reading-study strategies, teacher training in the use of graphics, and increased ESOL teacher planning time. Students were given a social studies reading comprehension pretest. After the 12 weeks, content and visual post-tests were administered and student individualized educational plans were reviewed by teachers. Results showed substantial increase in student comprehension and use of graphic aids and teachers showed increased understanding of targeted teaching techniques and use of additional joint planning time. Contains 16 references. Substantial project-related materials are appended. (MSE)

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ED 400 689

CONTENT AREA READING STRATEGIES FOR ENGLISH SPEAKERS OF OTHER LANGUAGES (CARS FOR ESOL)

by

Susan Nanna Casbarro

A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in the University database system for reference.

May 6, 1996

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Abstract

Development and Implementation of a Content-Area Reading/Study Strategy Program for ESOL Students. Casbarro, Susan N., 1996 Practicum Report, NOVA Southeastern University, Fischler Center for the Advancement of Education. Descriptors: ESOL/Content Area Reading/Graphic Organizers/Note-Taking/At-Risk Students.

This program was developed and implemented for both teachers and ESOL students to increase reading comprehension in the Social Studies content area through a variety of study-reading strategies. The objectives for the program were for 60% of the target students to demonstrate a 10% increase in content area reading comprehension; 60% of the target students to demonstrate a 10% increase in the reading and comprehension of graphic aids; for target teachers to gain an improved understanding of reading/study techniques for ESOL students; and for a 10% increase in teacher planning time for ESOL students. All the program objectives were met. Attachment includes a training manual prepared for the teachers relating to the strategies used in the practicum.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Luisa Maria Caicedo

student's signature

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PROJECT VERIFICATION FORM

Dear Mentor:

Practicum students in Nova Southeastern University's GEM programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity to which this will be aattached. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum Title Content Area Reading Strategies for English Speakers of Other Languages (CARS For ESOL)

Student's Name Susan Nanna Casbarro Completion date 5/6/96

Project Site Ft. Lauderdale

Mentor's Name Diana O'Malley Diana O'Malley
print *signature*

Mentor's position at the site Principal Phone # (954) 433-5175

Comment on impact of the project (handwritten):

The activity project submitted was completed as planned. The objectives of the project were met through the described activities. The recommendations suggested will be implemented to further meet the goals of this practicum.

Diana O'Malley
Principal

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CHAPTER I

Purpose

This practicum took place in a relatively new school community composed exclusively of inhabitants of two large housing developments in the area. No students outside these two developments attended this school. The school was created to relieve the overflow from two other schools in nearby areas. Several hundred students came to the new school from each of the other schools. The socioeconomic bracket of this community is considered upper-middle class, with only 4.4% of the students enrolled in the free/reduced lunch program as compared to the District and State averages of 37.7% and 44.4% respectively. The school's first year was in a portable site while its new facility was being built. The school has been in the new facility for approximately three years. A new principal began work in the 1995-1996 school year.

The state's Golden School Award for exemplary volunteerism was received in 1995. In 1995 a Parent Teachers Association (PTA) Membership Increase Award (25% increase) and 100% Faculty PTA Membership Award were also received. General PTA membership reached 1000 members in a record 1.5 months. The target site received a Superior rating for its Historian Book, won in the Most Outstanding

Volunteer Team Category, and was one of three schools in Broward County to receive the Five Star School Award. There are 31 PTA Board Representatives. Over 250 volunteers are registered and active. Countless others volunteer but do not necessarily report their time.

The facility is state-of-the-art. A 35 seat computer lab, fully equipped music and art rooms, physical education basketball courts and fields, and a media center with on-line catalogs and CD-ROM research capabilities are a part of the facility. In addition to music, art, physical education and media, students also receive instruction in the areas of Science and Spanish as a part of their special schedule. Chorus, Physical Education, Science, Spanish, Art, and Academic Games Clubs, run by certified teachers, are provided on a no-fee basis before school.

A very active School Improvement Team (SIT) is a part of the educational environment of the school and is composed of students, parents, teachers, and business persons in the community. The SIT's accomplishments are many and varied. Some worthy of note include technology training for 95% of the staff; an increase in communication through the distribution of quarterly, curriculum, grade-level newsletters; improved affective discipline through the purchase and implementation of the Positive Action Program; and a publishing center and postal system to increase writing proficiency.

An identified SIT goal for 1995-1996 that has had a strong impact on this practicum is the need to increase Standardized Achievement Test

(SAT) scores in reading and math for the fourth and fifth graders by five percentage points. This goal is to be accomplished in part through a newly implemented Exceptional Student Education/Florida Education Finance Program (ESE/FEFP) co-teaching model and parallel block scheduling. A teacher of the gifted and a regular education teacher co-teach the students at the high end of the educational spectrum and a teacher of varying exceptionalities (VE) and a regular education teacher co-teach students at the low end of the spectrum. The co-teach model focuses on meeting children's instructional needs in targeted curriculum areas. Instructional ranges are therefore implemented to better serve this purpose. Therefore teachers must plan together to make sure all instructional needs are met. All other fourth and fifth grade students are broken into instructional ranges for reading/language arts and math.

Several other specialized programs are provided at the site. Pull-out programs for speech at all grade levels and kindergarten through third grade VE and gifted classes are available. In addition, a full-time highly gifted program for fourth and fifth graders, which began last year, is offered to students with an I.Q. of 145 or above.

In the 1994-1995 school year 6.8% of the population was a part of one of the gifted programs at the site, compared with 1.8% for the District, and 3.6% for the State. There is currently no separate program offered in English for speakers of other languages (ESOL) or Dropout Prevention. These students are incorporated into the regular classes. Only 3.4% of

the 1994-1995 population was identified as ESOL compared to 7.2% for the district, and 7.4% for the state. A total of 40 ESOL students were identified for the 1994-1995 school year, of that, in terms of the racial/ethnic breakdown, 25% were identified as White, 50% Hispanic, and 25% Asian. For the 1995-1996 school year there are a total of 30 ESOL students, 24 in kindergarten through third, and six in the fourth and fifth grades.

Other factors influencing the school environment include the high student attendance rate (95.5%) and the low mobility rate (8.8%). The district mobility rate for the same 1994-1995 period was 29.3% and the state rate was 35.5%. Average class size at the site is 29.2 students.

In terms of student performance the school is above the District and the State in the percentage of students scoring above the National median on both the writing assessment and achievement tests. The average for the fourth grade writing test was 2.7, the district average was 2.4, and the state average was 2.4. In addition, on the norm-referenced achievement tests, 73% of the fourth grade students scored above the national median in reading and 87% scored above the median in Math as compared to the district's scoring of 43% and 57% respectively.

The student population of 1,186 is 48.5% female and 51.5% male. The number of Black (2.4%) and Hispanic (9.4%) students enrolled at the school is substantially lower than the District (B:35.0% / H:12.6%) and

State (B:26.3% / H:16.3%) levels. The Asian student population (3.5%) is somewhat higher than the District (2.1%) and State (1.5%) averages.

The instructional staff is 87.2% female and 12.8% male. The corresponding ethnic breakdown is 78.7% Caucasian, 14.9% Black, and 6.4% Hispanic. Zero to three years of experience was reported in 42.9% of the professional staff. Teachers with four to nine years of experience (38.8%) and teachers with more than 10 years of experience (18.4%) make up the balance of the instructional staff. Although the percentage of teachers with less than 3 years experience appears high this does not take into account staff members that have had several years of professional experience in other areas prior to changing over to careers in education. Total staff turnover for 1994-1995 was 21.5% as compared to the District and state averages of 16.1 and 16.2.

The writer is a teacher of a group of 32 fifth graders ranging in age from 9 to 12. Students are assigned to the writer for homeroom, social studies, and science. In language arts and math all fourth and fifth grade students at the site have been broken into instructional ranges as part of the ESE/FEFP co-teach pilot program and are assigned to one of six fifth grade teachers. The writer being one of these teachers. This teacher has the average to high average range groups for language arts and math and a heterogeneous group ranging from VE to gifted for homeroom, social studies, and science. Four ESOL students are in the writer's homeroom/social studies/science class, three in math, and zero

in language arts. Homeroom teachers act as coordinators for the meeting of ESOL students needs. The documentation of the meeting of ESOL competencies rests with the homeroom teacher. The language arts and reading teacher would normally be the one more aware of the ESOL students' reading and writing skills. This causes a problem in that the person documenting the ESOL students' writing and reading skills is not always the person teaching the skills.

The writer has been a fifth grade teacher for approximately five years and an elementary Science teacher for one year. Prior to teaching the writer held various management positions with child welfare, insurance, construction and performing arts companies, designing, implementing, coordinating, and training staff in the use of computer systems. In the field of education the writer is currently a member of the technology committee and a former team leader.

The student target group for this practicum was five ESOL students with varying classifications (Appendix A, p.49). The age of the target group was between 9 and 11 years of age. Four out of the five students were classified as B2, which signifies intermediate English. This classification states students communicate in English independently with little difficulty and speak in English with almost native fluency. The other student was classified as C1, which signifies bilingual oral proficiency. This classification states the student understands and speaks the native language and English with equal ability, however, may not read and

write English at a level equal to native speakers. One of the students is hearing impaired as well. Dual hearing aids and a phonic ear device were worn by the student and a microphone was worn by the teachers of the student.

The Spring 1995 Standardized Achievement Test (SAT) scores for the target group (ESOL students only) in the areas of total reading and language were as follows. Student A scored the lowest of all with only 12 in total reading and 16 in total language, Student B scored 15 in total reading and 42 in total language, Student C scored 19 and 23, Student D 35 and 70, and Student E 57 and 64 respectively, averaging 27 for the five students in total reading and 43 in total language. Only ESOL students take the language portion so the average of the target students could not be compared to the entire grade level population for the language sub tests. However, the average for non-ESOL students in the same grade level in total reading was in the seventieth percentile. This documents a wide gap between the scores of the target and non-target students. Details of the Scholastic Aptitude Test in reading and sub tests in language for the target group are shown in Appendix B, p. 50 and Appendix C, p. 51.

In addition, a wide range of ability is shown in each area of the language sub test. Target students scored between the nineteenth and seventy second percentile on the mechanics portion, tenth and seventy

fifth percentile on the expression section, and from the sixteenth to the seventieth percentile in total language.

At the end of 1995 the classroom teachers assessed the competencies of the ESOL students according to the Broward County Intermediate ESOL Competencies. The following competencies have not yet been mastered in at least three out of the five students for the following skill areas: cause and effect, predicting, making judgments, comparative concepts, drawing conclusions, and arranging events in sequential order. A complete list of Broward County ESOL competencies is provided in Appendix D, p. 52. An analysis of unmet competencies is provided in Appendix E, p. 54.

Since there are so few ESOL students at the school most teachers have not had much practice in the planning and instruction of ESOL students. As a part of this practicum several teachers were given a Needs Assessment Questionnaire (Appendix F, p. 55) using a Likert Scale with 5 meaning extremely helpful and 1 signifying not helpful. An analysis of this questionnaire pointed out the need to increase communication, strategy, and curriculum planning for teachers of ESOL students.

To summarize the questionnaire (Appendix G, p. 58), only three teachers have either an ESOL Certificate or Endorsement. However, all teachers, except for one that has no ESOL students, have begun the process of adding ESOL to their certificates either through in-service or

college courses. Question #4, as to would joint planning be helpful, showed an average score of 3.7 out of a possible 5.0. It should be noted that five out of the seven teachers responded with level of 4 or 5 on the five point scale, documenting a strong teacher felt need for joint planning for these students. This goes along with Questions 10 and 11 which also dealt with ESOL planning. All teachers stated their most frequently used method was to plan alone, with six teachers stating that the second most commonly used method was through informal discussions with teammates. All teachers spent between zero and two hours of time per month planning for ESOL students. On question #7, would it be helpful to receive in-house training on tested strategies to increase reading comprehension in the content area, the average score was 4.6, showing that teachers feel they are lacking in this area and would like additional assistance. Teachers also stated that a strategy manual would be helpful through their average response of 4.3 on question #8. Question 12 was open-ended and asked for ideas that could be implemented in order to have effective planning for ESOL students. Teachers said, "Have ESOL materials available for teachers to use." "Planning time once a month to discuss activities that have been successful..." "Have quarterly team meetings with teachers who have ESOL students." "Team with someone who knows effective strategies." Through this survey teachers have indicated a need for joint planning, training, and a manual with ESOL strategies.

In addition to the teacher questionnaire, an assessment of needs (Appendix H, p. 61) was conducted with the principal, assistant principal and the ESOL Coordinator, who is also the Guidance Counselor at the school, which documented several similar needs. When asked if they thought the strategies used for ESOL students were helpful to the rest of the students administrators replied, "Absolutely." and "Yes, they are indicators of effective teaching in general." When asked what areas they saw as the most problematic for our target students they replied, "Comprehension. Students can word call, since our economic level is high they've heard the words, but don't necessarily understand them." "Reading and writing in the content area, because of heavy information and more advanced content, that's where you see the gap." Administrators were also given an open ended question relating to improving the current program. Responses ranged from, "Rely on each other, talk with colleagues who have had experience." "Through the use of an individualized educational plan (IEP) for ESOL students." "The current mode necessitates planning together more." To summarize, (Appendix I, p. 62) the administrators concurred that ESOL strategies are good for all students, the area of most difficulty for our target students was with comprehension and concept development, and the sharing of knowledge between teachers was a high priority along with an individualized plan for the ESOL students.

The problem can be summarized in two domains - the student and the teacher. Students lack comprehension skills. Teachers lack formal training and/or practice in ESOL strategies. All teachers indicate a lack of and a need for joint planning due to the class scheduling currently in effect. Administrators agree that there is a need for improvement in ESOL planning.

The following objectives were developed in order to meet these documented needs. Two objectives related to the target students needs and two to the needs of teachers of ESOL students.

Objective 1: After a period of 12 weeks 60 per cent of the target students would demonstrate a 10% increase in comprehension as measured by a teacher made pre and post test (Appendix J. p.63)

Objective 2: Within a period of 12 weeks 60% of the target students would demonstrate a 10% increase on the reading and evaluation of graphs, charts and diagrams as measured by pre and post tests (Appendix K, p. 64).

Objective 3: Over a 12 week period five fifth grade teachers would gain an improved understanding through training on reading and study techniques applicable to the ESOL student and would rate the usefulness of the training and strategies at a minimum average of three using a five-point Likert scale on a Post Training Evaluation Form (Appendix N, p. 67).

Objective 4: Over a 12 week period fifth grade teachers with ESOL responsibilities would demonstrate a 10% increase in joint planning time for ESOL students as measured by the actual time spent on the ESOL Joint Planning Time Log (Appendix R, p. 71).

CHAPTER II

Research

A review of recent research, journal articles, and texts was conducted in order to determine the solution strategies necessary to meet the outcome objectives as outlined in the practicum for the target English Speakers of other Languages (ESOL) students and teachers of ESOL. From this research it should be noted that several continuously reoccurring themes surfaced, among them were: what is good for second language learners is equally good for native learners, the need to integrate trade books into content area learning, the need to teach students how to take control of their reading, and the need to make learning more student centered. This paper will include reviews of research in these areas.

Fitzgerald (1993) stated that what is known about language and literacy acquisition is just as applicable to native language learners as to second language learners. Due to the sizable and growing population of second language students in our schools, over 2.2 million students in our schools have limited English proficiency (LEP), the author provided several practical suggestions for addressing the needs of second language students. Some of the suggestions were to:

- Relate background of LEP students to what is being read

- Teach reading, writing, listening, and speaking together and not as separate subjects
- Focus on the big things first - main ideas, gist, metacognitive strategies such as rereading
- Deemphasize small things such as grammar, punctuation, mispronunciations in reading
- Immerse learners in reading and writing

The idea that native and second language learners learn naturally how to read and write by reading and writing about something of substance is a belief that is held by Lim and Watson (1993). It is the researchers' opinion that changing the focus from teaching language to teaching in a content rich classroom that is meaning focused and learner centered where language is naturally occurring will allow more learning to occur.

Lim and Watson refer to Chamot and O'Malley's (1987) Cognitive Academic Language Learning Approach (CALLA) based on the belief that when second language learners use their second language on materials in which they are expected to show academic competence, the most progress is made. The authors go on to describe an ESL class that demonstrated several strategies that should be a part of a whole language classroom, including things such as:

- selecting reading materials based on the theme and interest level
- stressing discussion as an important part of learning and a facilitator to reading and writing
- scaffolding and topic initiation by the students, allowing the students to take an active part in the learning
- connecting students lives to what is being read about, as a means to increased understanding

All activities and strategies in the study led to the fact that reading, discussing, listening, and writing about the topic led to greater understanding.

Gomez and Smith (1991) suggest that in order to reach the readers of the future (students of non-English language backgrounds, poor students, etc.) a change must be made away from the traditional approach to teaching reading where the learner's attention is directed to the author's intentions sending them to the text for information. In the traditional approach the author is seen as the teacher and the reader the seeker of knowledge. The researchers propose a more interactive/ personal model where the reader is no less important than the author. Teachers change the focus from the author to the reader by the types of questions that they ask of the students during reading. For example, both

of the following questions would show that the student understood the role that religion played in a Native American's life. What words did the author use to describe the womanhood ceremony? vs. How is your coming of age ceremony (a Bat Mitzvah) different than the womanhood ceremony described in the book? The researchers suggested that in order to reach the students that are now in the educational system and those of the future, the cultural, community, and language content of the students must be taken into account and utilized in the learning process. This is done by changing to a learner centered approach.

Short (1993) takes the concept of the need to integrate language instruction with content as a given and moves it one step further. The article discusses both techniques for teaching and methods for assessment in these integrated language-content classes. Techniques range from the increased use of visuals and cooperative grouping, to providing the opportunity to communicate through all four language skills of listening, speaking, reading, and writing. Assessment methods are varied and include but are not limited to journals, portfolios, performance based tests, projects, observation checklists, and anecdotals. Field experience recommends both formal and informal measures be used and that students be asked to demonstrate knowledge and ability in many areas. The key, according to Short was to choose the type of assessment carefully and to constantly focus on the objective.

Dickson (1995) stresses the fact that teaching reading in the content area is vital. Reading and writing, as well as communicating, are seen as stimulants for increasing thinking processes, participation levels, motivation, and the ability to make decisions. A tool for combining social studies concepts and reading are trade books.

Reading of trade books is seen as an effective vehicle for students to learn social studies concepts by many authors besides Dickson (1995) including Guzzetti, Kowalinski, and McGowan (1992); Lindquist (1995); and Smith and Johnson (1994); among others.

Guzzetti, Kowalinski, and McGowan (1992) developed a literature based approach to social studies within a sixth grade classroom. The professional participants included a classroom teacher, a professor of content reading, and a social studies educator. One unit was taught with one class using children's literature and a control group using a social studies textbook. The district's objectives for reading and social studies were reviewed and correlated to the materials selected. Reading and content objectives were selected for this unit. The objectives were then grouped under three rubrics. Strategies that were used to address these objectives included the use of graphic organizers, called think sheets, detailing the central question for the unit with space for the students thoughts compared to the text/trade ideas. Students were asked to create their own questions as well.

The authors wanted the learners to see that they had an active role in getting the meaning from the text. They wanted the learners to see reading as a constructive process that one could contribute their own experiences to as well.

Three measures were used to assess the different approaches, a multiple choice test, Estes Reading Attitude Assessment, and a self-ranking of the students' subjects in terms of enjoyment and importance. Each of these was administered as both a pre and post test. Findings showed substantial differences in concept acquisition between the test and control groups, with the literature based group increasing more in this area. Instructional activities were focused on concept acquisition and application and showed that literature can be used to teach social studies.

A great proponent of using historical fiction in the social studies classroom is Lindquist (1995). The author shares the ideas that historical fiction can be used to generate interest and bring people back into the story (as opposed to all facts). A more realistic look can be garnered about an issue, multiple perspectives can be shown. In addition, historical fiction often presents many visual and contextual clues as to what living situations, dress, and speech were like during the time period. Many reading strategies can be incorporated into the reading of historical fiction as well, ranging from using Venn diagrams to comparing the events and characteristics of that time period to our present day; writing

of journal entries from a variety of points of view; writing newspaper headlines for the main events; and separating fact from fiction through comparing historical fiction to a text or encyclopedia, among others.

Additional strong proponents of using children's literature to bring life to the social studies content area are Smith and Johnson (1994). The authors feel that stories play an important role in understanding the human experience. The literature can be seen as a guide through which to focus a student's attention and a connection to the content area.

Smith and Johnson have developed three models to integrate literature into the content area. The models begin with simply reading aloud literature during content instruction time and planning related activities to the literature. This level could also include more active student involvement through silent reading of related trade books, both narrative and expository. When teachers become more secure with using novels to enhance content area learning then the model is developed to use the narrative (or narratives as in a text set) as the primary source and the textbook as a resource. Several reading techniques are suggested including buddy reading, kaleidoscope reading, taping the text, teacher read aloud, literature circles, and large group discussions. All of these methods are levels of the single-discipline model.

The authors suggest that planning time is required to organize the unit when you move on to the interdisciplinary model. An organizing

question forms the basis of the unit. All content areas now become a part of the whole and the lessons in each subject area relate to the narrative.

The final approach was the integrative model. This turned the focus of the unit away from the content alone and more towards the concerns of the issues of the world on a larger scale.

All of the models are developed in stages, as per the authors. First, a theme must be identified. Second the narrative texts must be selected. Then, study objectives for the unit are identified. Skills must be defined and learning outcomes determined as a part of this stage. After that instructional lessons and activities are developed. Evaluation criteria is then identified. Next comes the organizational stage, the gathering of materials, arranging for field trips or other activities. Dissemination of information is also a part of this stage. The final stage of the unit would be to reflect upon the entire process. This is done in order to modify or adapt the activities to better meet the needs of all participants.

The other main direction that surfaced during the writer's research was that of using semantic organizers and working with students to gain control of their learning to read. A difficulty noted with reading content area textbooks was students' low reading energy levels which caused low comprehension. This was presented as a problem by both Stetson and Williams (1992) and Coverly, Mandeville, and Nicolson (1995).

Stetson and Williams cited research by Wait (1987) and Sellers (1987, 1988) that showed a failure to comprehend social studies texts of 50% at the low end and 92% at the high end, respectively. Stetson and Williams felt this high rate related to a student's energy level, the amount of energy it takes to decode, understand vocabulary, and combine previously acquired knowledge with new information in order to create meaning. Other aspects of reading energy would also include interest in the topic and having confidence in one's learning ability.

Strategies were highlighted by Stetson and Williams to improve the possibility of increased learning. Introduce the chapter by previewing the materials before reading. Read initial paragraphs, boldfaced words, and summary paragraphs. Conclude with a discussion on what the chapter is about. The preview provides information on where the chapter is going. It allows students to create organization for reading. Preteach vocabulary and key concepts to allow the reader to understand unknown words/concepts prior to reading. Use repeated readings for increased comprehension. Use easier materials for concept development. Narrow the concepts to be learned. Prepare the chapter test prior to the reading in order to mark the important sections prior to taking the test. Highlight important information with the students. Consider reading aloud to the learners for difficult sections. All of these strategies assist the learner with concentrating their energies on the meaning or deep level, rather than just the surface level of the text.

Caverly, Mandeville, and Nicholson (1995) developed a study-reading strategy for informational texts called PLAN, predict, locate, add, and note. A step further is taken by these researchers than in Stetson and William's work. Rather than just previewing the material being read the learner actually creates a map of the information. The mapping process has four steps, the first being to predict the content, structure, and purpose of the text. Students create a map with the title in the center. Subtitles and highlighted words become the large and small branches This becomes the student's prediction of not only what the chapter is about, but of the relative importance and relationship of events and concepts.

After the map is created students then go through it and locate and check off familiar concepts. A question mark is placed next to unfamiliar concepts. This allows the student to think about and choose the speed and depth of reading for various sections.

Once students begin actual reading they add words to the map to further explain the concepts. Students are taught techniques for filling in information that they were not able to get the first time around, such as rereading, using a dictionary or glossary, or even rejecting their initial point as not important.

The last step is for the learners to take note of their newly learned information to help them achieve their purpose for reading. Ways that they could take note would be things such as reproducing the map from

memory, writing a learning log, holding a discussion on the topics, writing a summary, etc.

This method was first taught to college students and then brought down to a low to average sixth grade class and a heterogeneous fifth grade class. What was found was that students were often unaware that reading was an active process. In addition, the fifth and sixth grade students had received minimal instruction on reading for information and were expected to shift their techniques from reading narratives to dense contextual text. With that in mind, the first several weeks of the program were devoted to helping students realize the ineffectiveness of their current strategies to retain information, then the active role necessary for the process was taught. A social studies chapter was given to the students to read with a standard chapter test used as a pretest for sixth grade and a passage of a chapter for fifth grade. Students were also asked to list the reading and study strategies they used and to assess their effectiveness. A similarly constructed chapter and test were given as a post test to assess the effectiveness of the strategies taught for the sixth grade. Poor readers (below the 25th percentile on the California Achievement Test) showed a substantially higher gain than did average (at or above the 25th percentile) readers. In the fifth grade the same passage was used for the post test. It was felt that after 12 weeks the students would have lost any advantage they had from reading the same passage. The fifth grade group showed great improvement on inferential

and application type questions but not on literal questions. This holds true to the higher level thinking involved with this process.

The primary emphasis of Caverly, Mandeville, and Nicholson's research laid with the use of graphic organizers to allow students to take control of and assist with their learning. Pehrsson and Denner (1989) created an entire book on the semantic organizer approach to content teaching and learning. Examples are given for organizers for everything from attitude studies, historical fiction, short answer test preparation, essays, and comparison studies, among others.

The steps for teaching how to create and use these organizers are provided, beginning with the need for teachers to motivate students to want to learn. Teachers model their own enthusiasm for learning. Teachers then show that they do not have all the answers, that they too must hunt for knowledge, that they too can use these organizers. The excitement over finding the knowledge and understanding can be shown by the teacher. Reasons for selecting particular strategies must be demonstrated. Why one method is better than another in a particular situation should be modeled in context. Students then take over the modeling process. Collaboration is promoted. Self-monitoring and eventual independence comes next, with full responsibility and internalization on the part of the student as the final outcome. A metacognitive approach to teach children how to learn, while they are

learning the content, as opposed to an out-of-context skills lesson is the desired objective here.

Organizers vs. outlines are compared. Organizers are shown to be holistic, non-linear, and open-ended, giving students the ability to add to them whenever needed. Whereas outlines are shown to be linear and closed systems. Organizers are a visual array demonstrating creative and logical cognitive systems that appeal to both sides of the brain, while outlines are more useful to people who think in a linear fashion.

Another area uncovered in the writer's research study was the need to be able to interpret visuals in expository texts. Stein (1983) states that scientists believe that only 35% of our knowledge is garnered from words. A multitude of types of visuals were described ranging from all types of graphs and charts, to editorial cartoons to electronic images. Of special note was the section on documentary photographs. Detailed questions relating to how to examine them were provided. For example, learners could be instructed to examine their faces, arms hands, etc. to see if they seemed proud, angry, scared, etc. This would help clarify what the photograph truly showed, with the purpose being to make the photograph function like a mirror of the time period.

Different ways of presenting the same information were illustrated, showing that the same data can look completely different (unless you are highly visually literate) depending upon the presentation. Questions were provided for the teacher and learner to help interpret visuals, such as:

- Does the source of the visual have a particular bias?
- Do the statistics make sense in terms of what you know about the subject?
- Does any information seem to be missing?
- Would the information look different if presented in another format?

Graphic literacy, or the ability to interpret and create visuals accurately, was seen as an often overlooked area by Rakes, Rakes, and Smith (1995). It was stated that this is an increasingly important area in today's highly visual world. In addition, the authors cite Craik and Tulving, 1975 as stating improved understanding occurs when information is presented in more than one way. The researchers stress that even if students look at visuals they may not learn from them unless very specific cueing strategies that direct attention to important information are used. Two ways to achieve enhanced learning were to use strong cues that direct attention to the relevant information. Oral directions are provided immediately before using the visuals, such as, notice the following features, or direct your attention to. Written study questions can also be provided that indicate important items. Another strategy was to allow students to evaluate the graphics on the basis of what they already know. Do they make sense? Defend your reasoning. The final strategy discussed was allowing learners to create their own

visuals. This allows them to elaborate about the topic, engages them in a deep level processing of the text, and encourages better memory of the information. The types of visuals created should vary. Examples provided included drawing pictures of the most important events, tracing pictures, labeling pictures, creating flow charts, constructing maps, charts, and graphs.

Armbruster (1992) offered a review of articles on content area reading during the past 40 years. Three generalities came out of the study. First, although the methods observed were based on theory and research they had not been scientifically validated. Second, most of the methods were designed to improve general understanding. Third, although most authors saw the need to foster independent learning, the methods described did not include a segment on fostering independence.

Trends shown included instruction on main idea and supporting details, as well as teaching organizational patterns such as compare/ contrast and problem/solution. Another trend was that of the importance of integrating reading and writing in content instruction. A third minor trend dealt with classroom organization during content instruction, such as cooperative grouping.

The final area the author summarized was that of the materials used for content instruction. It was interesting to note that in the earlier papers reviewed (1970s) fictional material was denounced for use in

content area instruction. In the later articles (1980s) much advice was given on how to incorporate literature into content area instruction. The literature was seen as an aid to teaching concepts, skills such as formulating conclusions and distinguishing fact from opinion, and as an aid to increase interest level and motivation.

One trend that surfaced during the writer's research was that many authors stressed the metacognitive side of learning. Sharkey (1994/ 1995) discussed personal competence which is defined as the students' understanding of their learning processes along with the skills required to learn, that allows them to consciously, not accidentally, learn. Four levels of personal competence were described.

First, are learners aware of and can they use a variety of techniques to learn new materials? Second, do they know which techniques they prefer? Third, are they able to adapt new methods to combine with their preferences? Fourth, are they aware of their feelings when trying to learn, without letting these feelings interfere with their learning?

The author describes how to develop a higher level of personal competency. Before this process can begin one must determine where the students currently are. Are they used to a teacher centered approach in the classroom, such as lecture or are they more used to a learner-centered approach such as experimentation?

The next objective would be to heighten the awareness of the variety of techniques available to individual learners. Discussing the learning styles of the class is how the author begins. Classes are broken into small groups to list teacher and student responsibilities, the discussion is lead towards the teacher being responsible for reaching every learner. In order to do this learning styles and preferences are discussed. An example of if you received a new VCR how would you learn how to use it, is given to help the students think about their styles. Would they read directions, look at a chart, ask someone to read to them, ask someone to tell them, etc.?

Students are given a learner profile for homework relating to strategies and are asked to answer honestly. Student input is valued and shared in class. The teacher models the fact that time and effort has been put into the process by both the students and the teacher. Brainstorming is conducted on various learning strategies. After trying strategies learners write about their experiences. Self assessment forms are employed. The author has used this model with groups ranging in age from 15 to 55 with various levels of language proficiency in Pakistan, Taiwan, Ecuador, Honduras, and the United States. The author summarizes by stating a successful process for helping students become better learners involves teacher commitment and stages of increasing awareness through the process of analyzing, trying out, reflecting upon, and using the new techniques and learned knowledge.

Each of the reviewed authors had several things in common including the idea that students would learn more when they were reading and writing in the content area, that materials being used must somehow be able to be related to the students' lives, that students must take an active role in their learning, and that students must create organization out of their reading (graphic organizers). Suggestions from the noted researchers are incorporated into the solution strategies as outlined below.

Solution Strategies

The goal of the practicum was to enable the students to take an active role in reading for information, using the social studies content area as a means with the end goal being that they would learn how to learn for themselves. Several strategies were combined to create a customized solution to the problems identified for the two target groups, ESOL students and teachers of ESOL.

Trade books were used throughout the 12 week period. Several researchers showed the connection between an increase in interest, concept development, and a greater understanding of times past. Guzetti, Kowalinski, and McGowan (1992) presented a case study of a literature based approach to teaching social studies along with a control group study of teaching only with the textbook in sixth grade classrooms. The researchers' findings showed that by focusing instructional activities on concept acquisition teachers can use literature to teach social studies. The post test of these two test groups showed a significant difference in concept acquisition. The use of trade books alone will not bring about the change, it is the methods used when reading the trade books.

The interactive method of questioning, as identified by Gomez and Smith (1991), was one of the methods used with trade books in this practicum. This brought the focus of the questioning onto the learner

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and away from the author, which enabled students to realize that reading is a form of communication. It involves not just the author, but the reader as well. The reader must make sense of the materials by integrating prior knowledge with what is in the text.

Other methods that were used with trade books as well as with the social studies text dealt with graphic literacy. The first was the use of specific cueing strategies by the teacher, as detailed by Rakes, Rakes, and Smith (1995) when reading visuals. The next method in the area of how to read and judge/evaluate visuals related to the methods outlined by Stein (1983). Strategies were shown to the students that highlighted the fact that they could control the ways in which they learn. That they had an active part in the learning process.

In addition to using trade books the writer had the students read from the social studies text using selected reading-study strategies. This was based on a research-based strategy for reading informational text from Caverly, Mandeville, and Nicholson (1995) who successfully put it to use on a college, middle school, and fifth grade level. The sixth grade class was composed of low (mean scores in the 19th percentile in the California Achievement Test) and average (mean scores in 49th percentile) students in a small rural community. The fifth grade students were heterogeneously grouped in a medium sized school. The

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researchers' findings included an improvement on inferential and application type questions, but not on literal questions. This is consistent with the higher level of thinking involved in this method.

The above strategies related to the student target group. The final solutions dealt with the target group of teachers. First, a training pamphlet was prepared describing the strategies above in further detail. Once the pamphlet was prepared, the teachers were trained in the strategies. Second, an individualized educational plan (Appendix L, p. 65) was prepared by the involved teachers for each ESOL student and was reviewed one additional time during the practicum.

By combining the use of semantic organizers, trade books, an interpersonal/interactive questioning style, training on the use of graphics, and an increase in ESOL teacher planning time the author attempted to meet the needs of both ESOL students and teachers.

CHAPTER III

Method

Two target groups were a part of this practicum. The first group contained five ESOL students with varying classifications. Four out of the five students were able to communicate in English with little difficulty and speak with almost native fluency, the fifth student has obtained bilingual oral proficiency. However, all of the students may not be able to read and write English at levels equal to native speakers. One of the students is also hearing impaired. At the time of the practicum implementation the group was between 9 and 11 years of age and was mainstreamed in the fifth grade. The second target group was the fifth grade teachers who were responsible for the teaching of these ESOL students. Years of teaching experience for these teachers ranged from two on the low end to 20 on the high end.

During the first week the writer conducted a pretest (Appendix J, p.63) of the students' ability to understand specific social studies content as well as reading strategies used. Students were asked to read and study a section of a social studies chapter and were given a content test related to it. The students were also asked to make a list of the strategies they used to understand the material and study for the test and how long it took them to read and study the information. Students were given a

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pretest (Appendix K, p. 64) in the reading of visual documents. The writer analyzed the information. The writer finished the draft of the teacher training manual (Attachment) titled Content Area Reading Strategies for English Speakers of Other Languages (CARS for ESOL) which was begun in the pre-practicum phase. A meeting with teachers and administration was scheduled to share the results of the information gathered from the teacher and administrative questionnaires from the needs assessment. Materials used during the first week included:

(1995). United States and its Neighbors-Social Studies for a Changing World. New York: McGraw Hill School Publishing. (This social studies text will be used throughout the practicum)
Content Pretest (Appendix J, p. 63)
Visuals pretest (Appendix K, p. 64)
CARS for ESOL Manual (attachment)

The second week involved a discussion with the target group of students' reading strategies and what makes reading difficult or easy. Introduction of the content area to be taught was accomplished through class reading, discussion, and viewing of trade books. Interactive/ interpersonal questions were used for this and all future weeks of the practicum to enable the students to better relate to the time period. Semantic mapping using examples from Pehrsson and Denner's work, was taught for compare/contrast, if/then, and sequential situations that arose in the trade books. In addition students received instruction in quilt making from the art teacher. The writer finalized and duplicated the

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teaching pamphlet. A meeting was held with the teachers and administration to discuss teacher training and ESOL planning needs that arose as a result of the surveys. Materials for the second week included:

Waters, K. (1989). Sarah Morton's Day: A Day in the Life of a Pilgrim Girl. New York: Scholastic, Inc.
Waters, K. (1989). Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy. New York: Scholastic, Inc.
Ernst, L.C. (1983). Sam Johnson and the Blue Ribbon Quilt. New York: Lothrop, Lee & Shepard Books.

The first portion of chapter seven in the social studies textbook was used to teach whole group instruction in the semantic mapping method detailed by Caverly, Mandeville, and Nicholson (1995) during the third and fourth weeks. Prior to reading, the teacher instructed the students on how to create a semantic map of the chapter to allow them to predict what the chapter would be about. Then the students checked off items on their map (vocabulary, concepts, people) that they were familiar with and put question marks next to those items that they were unfamiliar with. This was followed by an oral reading of a section of the chapter. Information was added to the semantic map as reading occurred to provide a fuller description of what the chapter was about. At the completion of the chapter students were required to orally report back on their findings. This activity was done on a large group, teacher-led basis initially. In the later weeks of the practicum, as the students became

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comfortable with the process, cooperative groups were used, with the eventual goal of the student being able to analyze future chapters on their own. This instruction continued for the remainder of the practicum. A training date for the teachers of ESOL students was set up. An individualized educational plan (IEP) was initiated by the homeroom teacher. Other fifth grade teachers and the Hearing Impaired Instructor responsible for the ESOL students were met with to improve and modify the IEPs with dates for joint review meetings scheduled. The only additional materials for this week were the Individualized Educational Plan forms provided by Broward County. (Appendix L, p.65).

During the fifth week a training session was conducted for the teachers of ESOL students with a post training evaluation (Appendix O, p. 68). Full class training on semantic mapping continued using the social studies text. A discussion of next week's grouping assignments and responsibilities was held. A sequential chart detailing student responsibilities was prepared by the class, i.e. first, place the title of the section in the center of your paper. Next, preview the section looking for subtitles and boldfaced words. The materials required for week five included:

Individualized Educational Plan (Appendix L, p.65)
Post Training Evaluation form (Appendix N, p.67)
Chart paper
CARS for ESOL Manual (Attachment)

During week six the class was broken into groups of five to map out the next section of the chapter. The target students were in one group with the writer leading the group. The writer modeled the strategies needed to be able to become more independent readers. The next section of the chapter was mapped, read, and discussed within the small groups. One target group student, with the assistance of the teacher, and one non-target group student wrote up their semantic maps on transparency paper. These were shown to the class and discussed. Students noted that even though different words may have been used the main ideas of the notes on the organizers were the same. Materials needed for this week included:

Overhead projector
Transparency paper
Transparency markers

By the seventh week the chapter had been finished, an end of chapter evaluation took place. This evaluation had both content and visuals in it. IEPs were reviewed and modified for the target students by all involved teachers. Week Seven Materials:

Formative Content and Visuals Evaluations (from Social Studies text)
Completed IEPs

Additional oral readings and discussions were held using trade books/magazines/audio tapes to introduce the next topic area. Other

semantic mapping techniques were taught, including compare/contrast, cause and effect, and sequential organizers as noted in the CARS Manual attachment. Week Eight Materials:

(1993). Colonial America. New York: Kids Discover (magazine)
(1995). United States and its Neighbors-Social Studies for a Changing World. New York: MacMillan/McGraw-Hill School Publishing Company
(1993). Anthology-The World Around Us. New York: MacMillan/McGraw-Hill School Publishing Company (book and audio cassette)

Semantic mapping strategies, interpersonal, and cueing type questioning were continued for the remainder of the practicum. Semantic organizers were created, compared, and discussed on a whole group, small group, and individual basis throughout the last four weeks.

For the final week of the practicum the writer conducted post testing through a content and visual post test (Appendix J and K, pp. 63-64). IEPs were reviewed by involved teachers. Copies of the IEPs were attached to the ESOL students articulation cards for middle school. Evaluation of the practicum began.

Week Twelve Materials:

Content Post Test (Appendix J, p. 63)
Visuals Post Test (Appendix k, p. 64)
IEPs (Appendix L, p. 65)
Articulation Card (Appendix M, p.66)

CHAPTER IV

Results

The overall purposes of this practicum were to develop and train students and teachers on techniques that will allow learners to get more out of reading in the content area of social studies as well as to increase joint teacher planning time for ESOL students. The following evaluation tools were used to determine whether or not this practicum met the objectives.

For the first objective, after a period of 12 weeks, 60 per cent of the target students would demonstrate a 10% increase in reading comprehension, the measurement tool was a teacher made pre and post test (Appendix J, p. 63) based on the current social studies textbook. Appendix P, p. 69, details the results of these tests. Student A was the only student who showed a decrease in comprehension, with a 4% drop between the pre and post test. Student B showed an increase in 28%, student C increased 55%, student D increased 64%, and student E showed no change. Sixty per cent of the target students did demonstrate at least a 10% increase in comprehension, with an average increase of 28.6%.

The second objective stated that within a period of 12 weeks 60 per cent of the target students would demonstrate a 10% increase on the

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reading and evaluation of graphs, charts, and diagrams. This objective was measured by the pre and post testing of reading and evaluating of actual visuals (Appendix K, p. 64) from the skills section of a workbook page. In this case student C was the only student who showed no change. Student A showed an increase of 20%, student B increased 20%, student D increased 40%, and student E increased 40%. Appendix Q, p. 70, details these results. Eighty per cent of the target students demonstrated at least a 10% increase in the reading and evaluation of graphic aids, with an average increase of 24%.

Over a 12 week period five fifth grade teachers were to gain an improved understanding of reading and study techniques applicable to ESOL students through training by the writer and the use of a CARS training manual (Attachment, p. 73). At the completion of the training teachers were requested to complete a post training evaluation form (Appendix N, p. 67), and were to rate the training and strategies at an average of level three or better on a five-point Likert scale, with level 1 meaning extremely valuable. Two fourth grade teachers were trained as well and were included in the data. The average score given by all teachers involved for the training, manual, and techniques was 1.64. Details can be seen on the CARS Post Training Evaluation Summary (Appendix O, p. 68).

Several teachers that were trained went back to their classrooms and trained their students in the semantic organizer technique outlined in the CARS Manual. Comments from the teachers included: "It gave students, especially those that are more visual learners, another method, or reinforcement to the traditional studying methods. I find it to be an excellent choice for these learners. I now give all my students an option of using the semantic organizer, an outline, or the answering of chapter questions when reading through difficult materials." Another teacher stated, "Many students found it a very useful tool for organizing information and remembering connections."

To date, the techniques outlined in the CARS Manual were taught to and used by the targeted ESOL students as well as students classified as gifted, regular education, and special needs students including ADHD. Through the writer's and other trained teachers' observations the students showed a higher ability to organize information, perceive relationships, and evaluate the materials being presented from the use of these techniques. Higher level thinking skills surfaced, such as what was the reasoning behind a particular action, not just when did the action occur. It should be noted however, that allowing students to read and create their own semantic organizers without a group discussion of the materials and the interrelationships did not provide as high a benefit as was noted when there were group discussions. In addition these graphic organizers were used with higher level ESOL students. The writer does

not feel they would be applicable to ESOL students who are extremely limited in their English language skills.

The final objective, stated that over a 12 week period fifth grade teachers with ESOL responsibilities would demonstrate a 10 per cent increase in actual joint planning time for ESOL students as measured by the ESOL Joint Planning Log, blank (Appendix R, p. 71) of actual time spent in planning during the practicum period as compared to the time previously spent planning. Zero to two hours per month was spent planning on an individual basis (Appendix G, p. 58) for ESOL students prior to the practicum period. During the practicum period the teachers of ESOL students continued to individually plan on a weekly basis to meet the needs of the ESOL students, but they now also met with the students' other teachers to discuss which areas they jointly felt the students needed to work on. No time was spent doing joint planning prior to the practicum. As you can see by the ESOL Joint Planning Time Log Summary (Appendix S, p. 72) the time spent planning for ESOL students increased more than the planned 10% during the practicum. Virtually all joint planning was an increase and accounted for considerably greater than the targeted 10%. Actual joint planning time during the project increased from zero to75 minutes per month for teacher X, from zero to 30 minutes per month for teacher Y, and from zero to 45 minutes per month for teacher Z.

All of the practicum objectives were met for the needs of the target students and teachers using the modified reading and study techniques outlined in the CARS Manual as well as through training and increased joint planning time.

Chapter V

Recommendations

The writer recommends continued use of several sections of the practicum. First, the use of semantic organizers to help students make sense of difficult materials. One thing to be aware of if these organizers are used is that the students did tend to become tired of them. In future classes the writer would be more selective about when to use them, such as for materials that are especially difficult to comprehend or are of great importance to the understanding of future concepts.

Second, the use of trade books should continue. Using trade books grabbed the students attention and enabled them to have a better understanding of time and place which helped them to see the reasons why people did the things they did. Due to the constraints of not having the same students for Reading and Social Studies the writer was only able to use short trade books, excerpts of books, magazines, speeches, etc. However, due to changes that are being made in scheduling next year we will have the same students for Reading, Social Studies, and Science and we will be able to use more trade books related to both content areas.

Since the ESOL students will be with the same teacher in both Reading and Social Studies next year the writer recommends using a

historical novel for each time period studied in Social Studies. This is an area that the fifth grade teachers are already working into their planning for the upcoming year.

Third, the questioning methods used while reviewing graphic aids should be continued. These are methods of good teaching and should be in place already with effective teachers. These methods help students to pay attention to details that allow them to better comprehend and evaluate the meaning of graphic aids.

Fourth, the writer will suggest to administration that the CARS Manual created by the writer for the training of teachers in content area reading strategies be placed in the teachers' section of the media center for reference purposes. Several teachers that were trained during the first few weeks of the practicum have already used the methods. Suggestions for improvement or modification will be solicited from them.

Fifth, the IEPs that were written up during the first weeks of the practicum will be passed along to middle school to enable the teachers there to have a more detailed look at what the target students have been working on this year.

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APPENDIXES

Appendix A

ESOL Competency Level

Descriptions

Appendix A

ESOL Competency Level Descriptions

LANGUAGE CLASSIFICATIONS

A1 No English or minimal language;
Functions in English in a very limited way;
Can barely communicate in English.

A2 Receptive English;
Functions in English with difficulty;
Communicates in English with one-word responses.

B1 Survival English;
Communicates in English, mostly with phrases and/or sentence responses;
Speaks mostly the home language.

B2 Intermediate English;
Communicates in English independently with little difficulty;
Speaks in English with almost native fluency.

C1 Bilingual oral proficiency;
Understands and speaks the native language and English with equal proficiency;
May not read and write English at a comparable level with native English-speaking counterparts.

C2 Bilingual oral proficiency;
Understands and speaks the native language and English with equal proficiency;
Reads and writes English at a comparable level with native English-speaking counterparts;
May read and write the native language with variant decrees of proficiency.

D Speaks English fluently;
Understands primary language;
May speak the native language with limited proficiency;
Reads and writes English at a comparable level with English-speaking counterparts.

E Monolingual English-speaker.

Appendix B

1995 Standardized Achievement

Test Scores in Reading

for Target Students

Appendix B

1995 STANDARDIZED ACHIEVEMENT TEST SCORES IN READING FOR TARGET STUDENTS

STUDENT	TOTAL READING	VOCABULARY	COMPREHENSION
A	12	9	18
B	15	9	22
C	19	21	20
D	35	32	39
E	57	39	72
AVERAGE:	27	22	34

Appendix C

1995 Standardized Achievement Test

Language Subtest Scores

for Target Students

Appendix C

1995 SAT Language Subtest Scores for Target Students

TOTAL LANGUAGE	MECHANICS	EXPRESSION
64	72	57
23	19	32
16	30	10
70	60	75
42	47	42
43	46	43

Appendix D

ESOL Competencies

Skills List

√ Indicates Mastery

ESOL COMPETENCIES
Intermediate A Level

Center	Teacher	School Year	Grade

Listening	Speaking	Reading	Writing
__ Skill LIA 1 Commands (Basic)	__ Skill SIA 1 Greetings Survival Skills	__ Skill RIA 1 Words by sight on appropriate level	__ Skill WIA 1 Arranges pictures in sequential order
__ Skill LIA 2 Spatial concepts/ prepositions	__ Skill SIA 2 Personal information	__ Skill RIA 2 Consonant sounds	__ Skill WIA 2 Spells high-frequency words
	__ Skill SIA 3 School information/ vocabulary	__ Skill RIA 3 Draws inferences	__ Skill WIA 3 Identifies regular singular nouns
	__ Skill SIA 4 Verbs, present (eat, walk)	__ Skill RIA 4 Distinguishes reality from fantasy	__ Skill WIA 4 Identifies regular plural nouns
	__ Skill SIA 5 Body parts	__ Skill RIA 5 Identifies sequence	__ Skill WIA 5 Identifies regular verbs
	__ Skill SIA 6 Spatial concepts	__ Skill RIA 6 Cause and effect	__ Skill WIA 6 Conjugates the verb "to be"
	__ Skill SIA 7 Foods	__ Skill RIA 7 Pronoun referent	__ Skill WIA 7 Uses correct pronoun to replace regular noun
	__ Skill SIA 8 Animals	__ Skill RIA 8 Predicts outcomes	__ Skill WIA 8 Writes a simple declarative sentence
	__ Skill SIA 9 Numbers: 0-100/ ordinals	__ Skill RIA 9 Compares/contrasts	__ Skill WIA 9 Writes a simple interrogative sentence
	__ Skill SIA 10 Colors	__ Skill RIA 10 Classifies/categorizes	__ Skill WIA 10 Capitalizes the pronoun "I"
	__ Skill SIA 11 People	__ Skill RIA 11 Short vowel sounds	__ Skill WIA 11 Words alphabetized, second letter
	__ Skill SIA 12 Clothing		__ Skill WIA 12 Uses legible cursive handwriting
	__ Skill SIA 13 Calendar		__ Skill WIA 13 Spaces words to make sentences/paragraphs
	__ Skill SIA 14 House items		

Appendix D

ESOL Competencies Skills List

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Appendix D

ESOL Competencies Skills List

ESOL COMPETENCIES

√ Indicates Mastery

Intermediate B Level

Center	Teacher	School Year	Grade

Listening

__ Skill LIB 1 Three part oral commands

__ Skill LIB 2 Spatial concepts/ directionality

__ Skill LIB 3 Comparative concepts

Speaking

__ Skill SIB 1 Questions and answers in response to questions beginning with who, what, when, where, why, and how, in the past, present, and future.

__ Skill SIB 2 Personal information

__ Skill SIB 3 School information/ vocabulary

__ Skill SIB 4 Body parts

__ Skill SIB 5 Verbs: present progressive

__ Skill SIB 6 Relates events of a four part story in correct sequence

__ Skill SIB 7 People

__ Skill SIB 8 Animals

__ Skill SIB 9 Food, meals

__ Skill SIB 10 Clothing

__ Skill SIB 11 Transportation

__ Skill SIB 12 Toys

__ Skill SIB 13 House items/tools

Reading

__ Skill RIB 1 Sight words on appropriate level

__ Skill RIB 2 Sight words in context

__ Skill RIB 3 Consonant sounds

__ Skill RIB 4 Identifies sequence

__ Skill RIB 5 Identifies detail

__ Skill RIB 6 Identifies main idea

__ Skill RIB 7 Identifies cause/effect

__ Skill RIB 8 Predicts outcomes

__ Skill RIB 9 Interprets context clues

__ Skill RIB 10 Makes judgments

__ Skill RIB 11 Identifies pronoun referents

__ Skill RIB 12 Interprets figurative language

__ Skill RIB 13 Draws conclusions

__ Skill RIB 14 Uses compound words

__ Skill RIB 15 Short/long vowel sounds

__ Skill RIB 16 Consonant blends

__ Skill RIB 17 Contractions

__ Skill RIB 18 Possessive nouns

Writing

__ Skill WIB 1 Arranges events in sequential order

__ Skill WIB 2 Spells high-frequency words

__ Skill WIB 3 Writes irregular singular nouns

__ Skill WIB 4 Writes irregular plural nouns

__ Skill WIB 5 Compound words

__ Skill WIB 6 Identifies irregular verbs in the past tense

__ Skill WIB 7 Identifies verbs in the past tense

__ Skill WIB 8 Subject-Verb agreement

__ Skill WIB 9 Writes declarative sentence

__ Skill WIB 10 Writes interrogative sentence

__ Skill WIB 11 Capitalizes names, days, etc.

__ Skill WIB 12 Words alphabetized, third letter

__ Skill WIB 13 Uses cursive handwriting

__ Skill WIB 14 Spaces words to make sentences/paragraphs

__ Skill WIB 15 Writes a friendly letter

__ Skill WIB 16 Uses comma between day of month and year

__ Skill WIB 17 Uses comma after greeting and closing

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Appendix E

Analysis of Unmet ESOL

Competencies

Appendix E

Analysis of Unmet ESOL Competencies

COMPETENCY/STUDENT	A	B	C	D	E
comparative concepts	X		X	X	
sequencing	X	X	X	X	
cause/effect	X		X		
predicts outcomes			X		
makes judgments	X	X	X	X	
identifies details			X		
draws conclusions	X	X		X	

An "X" signifies that the student has not met this competency.

Appendix F

Needs Assessment Questionnaire

for Teachers (Blank)

Appendix F

Needs Assessment Questionnaire for Teachers (Blank)

This questionnaire will serve as the basis for an instructional needs assessment of ESOL students in the current co-teach/parallel block scheduling model in place at the target site. Replies will be anonymous.

Please return the completed form to the target teacher's mailbox.

Directions: Circle or check off the answer(s) that apply.

1. Do you have an ESOL certificate or endorsement? Yes No

2. Please check off the ESOL courses you have taken:

Course title	College	In-service	Other
Methods of teaching ESOL	------	--------	____
ESOL Curr. & Matls. Devpt.	------	--------	____
Cross-Cult. Comm. & Unders.	------	--------	____
Applied Linguistics	------	--------	____
Testing & Eval. of ESOL	------	--------	____
None	____		

3. How many ESOL students do you have in each subject area?

Math	0	1	2	3	4	5
Social Studies	0	1	2	3	4	5
Science/Health	0	1	2	3	4	5
Language Arts (reading, English, spelling)	0	1	2	3	4	5

4. Which methods of reading instruction do you use? Check off all that apply to you.

Whole Language ------
Phonics ------
Literature Based ------
Direct Instruction ------
Other, please explain_____

Circle the number that best describes your feelings, with 5 being extremely comfortable and 1 being uncomfortable.

5. How comfortable are you teaching.....?

Social Studies	5	4	3	2	1
Science/Health	5	4	3	2	1
Reading	5	4	3	2	1
Writing	5	4	3	2	1
Math	5	4	3	2	1

Circle the number that best describes your feelings, with 5 being extremely helpful and 1being not helpful.

6. Would it be helpful for teachers of ESOL students to do joint strategy and curriculum planning?

5 4 3 2 1

7. Would it be helpful for teachers to receive in-house training on tested strategies to increase reading comprehension in the content area?

5 4 3 2 1

8. Would it be helpful for teachers to receive a manual or booklet on tested strategies to increase reading comprehension in the content area?

5 4 3 2 1

9. Do you believe strategies to help increase reading comprehension in the content area would be useful to non-ESOL students as well?

YES NO

10. Number your ESOL planning structure in the order that you do them the most, using 1 for the most frequently used method. Enter N/A (not applicable) for those methods that you do not use.

___ plan alone
___ informal discussions with teammates
___ team meetings
___ specific ESOL strategy meetings
___ other, please explain:_____
_____
_____

11. How many hours of ESOL planning do you do per month?

___ 0-2 ___3-5 ___6-9 ___ greater than 9

12. What do you think we need to do to have effective planning for ESOL students? _____
_____
_____
_____
_____
_____

Appendix G

Needs Assessment Questionnaire

for Teachers (Summary)

Appendix G

Needs Assessment Questionnaire for Teachers (Summary)

(Teacher responses in italics and brackets)

This questionnaire will serve as the basis for an instructional needs assessment of ESOL students in the current co-teach/parallel block scheduling model in place at the target site. Replies will be anonymous.

Please return the completed form to the target teacher's mailbox.

Directions: Circle or check off the answer(s) that apply.

1. Do you have an ESOL certificate or endorsement? *(3)*Yes *(4)*No

2. Please check off the ESOL courses you have taken:
   (2 finished in-service, 1 finished college, 1 grandfathered in)
   (All others at least started coursework except for one teacher)

Course title	College	In-service	Other
Methods of teaching ESOL	------	--------	____
ESOL Curr. & Matls. Devpt.	------	--------	____
Cross-Cult. Comm. & Unders.	------	--------	____
Applied Linguistics	------	--------	____
Testing & Eval. of ESOL	------	--------	____

3. How many ESOL students do you have in each subject area?

Math	0	1	2	3	4	5	*(6 total*
Social Studies	0	1	2	3	4	5	*ESOL*
Science/Health	0	1	2	3	4	5	
Language Arts (reading, English, spelling)	0	1	2	3	4	5	

4. Which methods of reading instruction do you use? Check off all that apply to you.

Whole Language	_*(3)*__
Phonics	_*(1)*__
Literature Based	_*(6)*__
Direct Instruction	_*(1)*__
Other, please explain	_*(basal)*_____

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Circle the number that best describes your feelings, with 5 being extremely comfortable and 1 being uncomfortable.

5. How comfortable are you teaching.....?

Social Studies	5*(2)*	4*(5)*	3	2	1
Science/Health	5*(1)*	4*(1)*	3*(3)*	2*(2)*	1
Reading	5*(3)*	4*(2)*	3*(2)*	2	1
Writing	5*(2)*	4*(1)*	3*(3)*	2*(1)*	1
Math	5*(4)*	4*(2)*	3	2*(1)*	1

Circle the number that best describes your feelings, with 5 being extremely helpful and 1being not helpful.

6. Would it be helpful for teachers of ESOL students to do joint strategy and curriculum planning?

5*(2)* 4*(3)* 3*(1)* 2 1*(1)*
(AVERAGE : 3.7)

7. Would it be helpful for teachers to receive in-house training on tested strategies to increase reading comprehension in the content area?

5*(4)* 4*(3)* 3 2 1
(AVERAGE : 4.6)

8. Would it be helpful for teachers to receive a manual or booklet on tested strategies to increase reading comprehension in the content area?

5*(3)* 4*(3)* 3*(1)* 2 1
(AVERAGE : 4.3)

9. Do you believe strategies to help increase reading comprehension in the content area would be useful to non-ESOL students as well?

YES*(7)* NO

10. Number your ESOL planning structure in the order that you do them the most, using 1 for the most frequently used method. Enter N/A (not applicable) for those methods that you do not use.

(7) plan alone *(first choice)*
(6) informal discussions with teammates *(second choice)*
(5) team meetings *(third choice)*
___ specific ESOL strategy meetings
___ other, please explain:_____
_____
_____

11. How many hours of ESOL planning do you do per month?

(7) 0-2 ___3-5 ___6-9 ___ greater than 9

12. What do you think we need to do to have effective planning for ESOL students?

- *"Make their identification more known among the team."*
- *"Have ESOL materials for teachers to use."*
- *"Have quarterly team meetings with teachers who have ESOL students."*
- *"Team with someone who knows effective strategies."*
- *"Use planning time once a month to discuss activities that have been successful with ESOL students in other schools, counties or classes, especially in the content area."*
- *"Group ESOL students to achieve some efficiency."*
- *"Have a meeting early in the year amongst teachers that share a student to look at their needs, plan out the skills to be taught, and strategies to be used, then review status and make modifications throughout the year.*

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Appendix H

Needs Assessment Interview for

Administration (Blank)

Appendix H

Needs Assessment Interview with the Principal, Assistant Principal, and ESOL Coordinator
(Blank)

1. Do you think the strategies/techniques used for ESOL students are helpful to the rest of the students in the classroom?

2. Which areas do you think the ESOL (upper classifications) students at our school have the most difficulty?

3. Currently primary ESOL documentation responsibility lies with the homeroom (social studies/ science) teacher, i.e. updating the ESOL competencies folder. ESOL students may have up to three different teachers per day. Language instruction may or may not be with the homeroom teacher. Do you think this presents a problem and if so, what?

4. Do you feel there is a need for more communication, strategy, technique, and/or curriculum planning among teachers of ESOL? Any ideas?

5. How do you think we could improve our current ESOL program?

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Appendix I

Needs Assessment Interview for

Administration (Summary)

Appendix I

Needs Assessment Interview with the Principal, Assistant Principal, and ESOL Coordinator

(Summary)

1. Do you think the strategies/techniques used for ESOL students are helpful to the rest of the students in the classroom?

- *"Yes, they are indicators of effective teaching in general."*
- *"Absolutely, people were originally taught them as just good teaching strategies."*
- *"Absolutely."*

2. Which areas do you think the ESOL (upper classifications) students at our school have the most difficulty?

- *"Comprehension. Students can word call, since our economic level is so high they've heard the words, but don't necessarily understand them."*
- *"Reading and writing in the content area, because of heavy information and more advanced content, that's where you see the gap."*
- *"Similar to other students, comprehension skills and vocabulary development."*

3. Currently primary ESOL documentation responsibility lies with the homeroom (social studies/science) teacher, i.e. updating the ESOL competencies folder. ESOL students may have up to three different teachers per day. Language instruction may or may not be with the homeroom teacher. Do you think this presents a problem and if so, what?

- *"Possible duplication of effort. Need for communication between teachers is vital. Kids might not know who to go to if they don't understand, so they might not go to anyone."*
- *"Need to make sure the ESOL student is with teachers that have at least started the process."*

4. Do you feel there is a need for more communication, strategy, technique and/or curriculum planning among teachers of ESOL? Any ideas?

- *"Certainly couldn't hurt. Biggest problem lies with A1 students."*
- *"Yes, like an Individualized Educational Plan (IEP) for each kid."*

5. How do you think we could improve our current ESOL program?

- *"Through the use of IEPs for each student."*
- *"Increase communication between teachers. Rely on each other, talk with colleagues who have experience."*
- *"It's crucial to share techniques/strategies - find out who has strengths in certain areas."*
- *"Have students set goals. Communicate with parents."*
- *"Make sure the way we present the information is in a way they can get it. Vary our delivery, teach in all modalities."*

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Appendix J

Pre and Post Content Test

Appendix J

Pre and Post Content Test for Chapter 7

1. What was the Virginia Company and why was it important?

2. Approximately when was Jamestown settled?

3. What were some of the early problems in Jamestown and how did they effect the people there?

4. What did John Smith do for Jamestown and why did some people not like him?

5. Tell the story of John Smith and Pocahontas.

6. What happened to Jamestown after John Smith left?

Appendix K

Pre and Post Visuals Test

Workbook Sample

Appendix K

Pre and Post Visuals Test
Workbook Sample

SKILLS

Name _____ Date _____

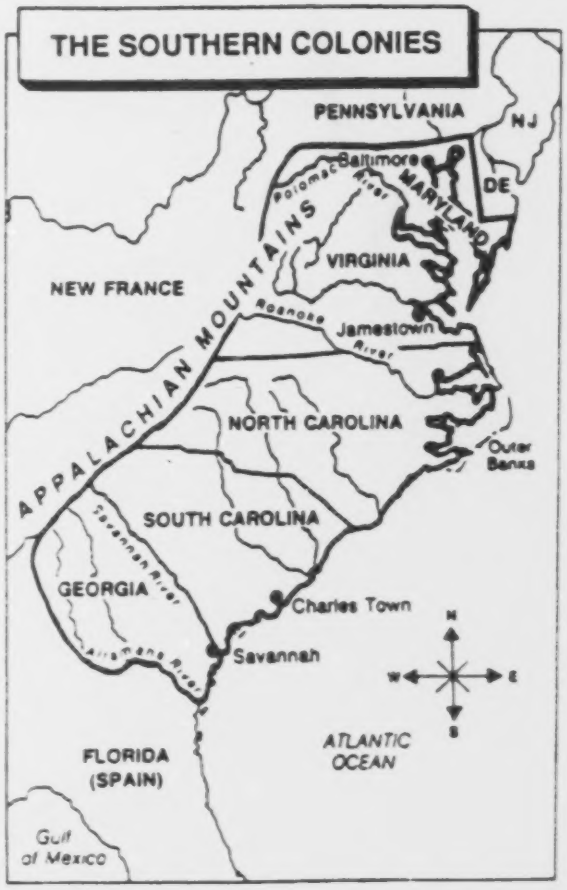
Fill in the circle before the correct answer. Use the map to answer the questions.

6. How many Southern Colonies does this map show?
   - (a) three
   - (b) four
   - (c) five
   - (d) six

7. To the west of the Southern Colonies lay the ____
   - (a) Appalachian Mountains
   - (b) Gulf of Mexico
   - (c) Atlantic Ocean
   - (d) Outer Banks

8. Which Southern Colony was farthest north?
   - (a) Virginia
   - (b) Maryland
   - (c) Georgia
   - (d) North Carolina

9. Which river formed a border between the colonies of Virginia and Maryland?
   - (a) the Altamaha
   - (b) the Roanoke
   - (c) the Savannah
   - (d) the Potomac



10. The Spanish territory of Florida was located to the ____ of the Southern Colonies.
   - (a) north
   - (b) south
   - (c) east
   - (d) west

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(1995). United States and its Neighbors-Social Studies for a Changing World. New York: McGraw Hill School Publishing. Chapter 10, Building Geography Skills

Appendix L

Individualized Educational Plan

Appendix L

INDIVIDUAL EDUCATIONAL PLAN (IEP)
GOAL AND OBJECTIVES

Student name (last, first) _____ Date ____/____/____

❑ Initial IEP ❑ Annual Review ❑ Interim Review

Area of Need _____

Present level of performance _____

Annual Goal _____

SHORT TERM INSTRUCTIONAL OBJECTIVE

Evaluation Procedures _____

Criterion for Mastery _____

Evaluation Schedule _____ Results/Date

SHORT TERM INSTRUCTIONAL OBJECTIVE

Evaluation Procedures _____

Criterion for Mastery _____

Evaluation Schedule _____ Results/Date

SHORT TERM INSTRUCTIONAL OBJECTIVE

Evaluation Procedures _____

Criterion for Mastery _____

Evaluation Schedule _____ Results/Date

SHORT TERM INSTRUCTIONAL OBJECTIVE

Evaluation Procedures _____

Criterion for Mastery _____

Evaluation Schedule _____ Results/Date

Title of implementor(s) _____

Title of person responsible for documenting mastery _____

Appendix M

Articulation Card

(blank)

Appendix M
Articulation Card

Below are listed the course offerings for the 96-97 school year. Each student will receive their current teacher's recommendation for placement.

TEACHERS, PLEASE INITIAL THE APPROPRIATE PLACEMENT.

STUDENT#_____STUDENT NAME_____
Last First
Print Only

LANGUAGE ARTS
____LA 6 Advanced*
____LA 6
____LA 6 Gifted
____LA 6 Exceptional*
____LA 6 Alternative

SCIENCE
____Science 6 Advanced*
____Science 6
____Science 6 Gifted
____Science 6 Exceptional*
____Science 6 Alternative

READING
____Reading 6 Advanced*
____Reading 6
____Reading 6 Compensatory**
____Reading 6 Exceptional*
____Reading 6 Alternative

MATHEMATICS
____Math 6 Advanced*
____Math 6
____Math 6 Compensatory**
____Math 6 Exceptional*
____Math 6 Alternative

SOCIAL STUDIES
____Social Studies 6 Advanced*
____Social Studies 6
____Social Studies 6 Gifted
____Social Studies 6 Exceptional*
____Social Studies 6 Alternative

TEST SCORES	94	95
Math		
Read		

Complete only if recommending advanced level courses.

*Academic placement of a student is contingent on grades, test scores, IEP's, and recommendations. Placement in advanced level courses is subject to teacher recommendation and a standardized test score above the 93 percentile, in the applicable subject area. In addition, it is understood that the advanced level courses may require an added investment in homework time.

**Students with a standardized test score, at or below the 20th percentile qualify for compensatory placement, and will be scheduled accordingly.

_____
PARENT SIGNATURE DATE

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Appendix N

CARS Post Training Evaluation

(blank)

Appendix N

CARS POST TRAINING EVALUATION FORM
(blank)

Directions: On a rating of 1 for extremely valuable and 5 for not valuable please circle the number that best applies to the following questions.

1. How did you find the CARS training session in relation to your current teaching position?

1 2 3 4 5

2. How did you find the CARS training manual in relation to your current teaching position?

1 2 3 4 5

3. How did you find Strategy #1 - Semantic Organizers?

1 2 3 4 5

4. How did you find Strategy #2 - Use of Trade Books?

1 2 3 4 5

5. How did you find Strategy #3 - Visual/Graphic Strategies?

1 2 3 4 5

Appendix O

CARS Post Training Evaluation

(Summary)

Appendix O

CARS TRAINING EVALUATION FORM

(summary)

Directions: On a rating of 1 for extremely valuable and 5 for not valuable please circle the number that best applies to the following questions.

1. How did you find the CARS training session in relation to your current teaching position?

	(4)	(1)		(1)	average 1 7
1	2	3	4	5	

2. How did you find the CARS training manual in relation to your current teaching position?

	(4)	(1)		(1)	average 1 7
1	2	3	4	5	

3. How did you find Strategy #1 - Semantic Organizers?

	(5)		(1)		average 1 3
1	2	3	4	5	

4. How did you find Strategy #2 - Use of Trade Books?

	(5)			(1)	average 1 5
1	2	3	4	5	

5. How did you find Strategy #3 - Visual/Graphic Strategies?

	(3)		(3)		average 2 0
1	2	3	4	5	

total average 1 64

NOTE: The average was found by dividing the total score for each question by six because six teachers took part in the training

Appendix P

Scores of Pre/Post Test

for Reading Comprehension

Appendix P

Scores of Pre and Post Tests for Reading Comprehension

ESOL Student:	Reading Test		
	Pre:	Post:	Change:
A	48.0%	44.0%	-4.0%
B	68.0%	96.0%	28.0%
C	17.0%	72.0%	55.0%
D	20.0%	84.0%	64.0%
E	70.0%	70.0%	0.0%
Average Increase:			28.6%

Appendix Q

Scores of Pre/Post Test

for Graphic Aids

Appendix Q

Scores of Pre and Post Tests for Graphic Aids

ESOL Student:	Graphics Test: Pre:	Post:	Change:
A	60.0%	80.0%	20.0%
B	70.0%	90.0%	20.0%
C	60.0%	60.0%	0.0%
D	60.0%	100.0%	40.0%
E	50.0%	90.0%	40.0%
Average Increase:			24.0%

Appendix R

ESOL Joint Planning Time Log

(blank)

Appendix R

ESOL Joint Planning Time Log for Teachers (Blank)

Teacher	Dates	Individual Planning Mins.	Dates	Joint Planning Mins.

Appendix S

ESOL Joint Planning Time Log

(summary)

Appendix S

ESOL Joint Planning Time Log for Teachers (Summary)

PRE-PRACTICUM PLANNING (SEPT. TO NOV.)

Teacher:	Month:	Individualized Planning Mins.:	Month:	Joint Planning Mins.:
X	9/95	60	9/95	0
Y	9/95	60	9/95	0
Z	9/95	60	9/95	0
X	10/95	60	10/95	0
Y	10/95	60	10/95	0
Z	10/95	60	10/95	0
X	11/95	60	11/95	0
Y	11/95	60	11/95	0
Z	11/95	60	11/95	0

PRACTICUM PLANNING (JAN. TO MAR.)

Teacher: *	Month:	Individualized Planning Mins.:	Month:	Joint Planning Mins.:
X	1/96	60	1/96	75
Y	1/96	60	1/96	30
Z	1/96	60	1/96	45
X	2/96	60	2/96	75
Y	2/96	60	2/96	30
Z	2/96	60	2/96	45
X	3/96	60	3/96	75
Y	3/96	60	3/96	30
Z	3/96	60	3/96	45

Notes: 1. Teacher X was either working with Teacher Y or Z. That is why the time for X adds up to the total for Y and Z for Jan. through March in the joint planning column.

2. The reason there are only three teachers is because these were the only teachers with ESOL students.

Attachments

CONTENT AREA READING STRATEGIES FOR ENGLISH SPEAKERS OF OTHER LANGUAGES

(CARS for ESOL)

TRAINING MANUAL

by Susan Nanna Casbarro

Purpose: This manual was designed as a training tool for teachers to improve students' reading comprehension and reading energy in the content area.

Strategies: Strategies outlined in this manual were gathered through research done as a part of a practicum at Nova Southeastern University for a Master's in Science in TESOL.

Researchers reviewed: Most of the semantic mapping strategies are based on David C. Caverly's, Thomas F. Mandeville's, and Sheila A. Nicholson's PLAN principles as outlined in the Journal of Adolescent & Adult Literacy from November, 1993. Additional semantic mapping strategies came from Semantic Organizers: A Study Strategy for Special Needs Learners by Robert S. Pehrsson and Peter R. Denner, a book published by Aspen Publishers in 1989. Strategy #2 - the interactive/interpersonal questioning style was developed by Mary Louise Gomez and Richard J. Smith in The Clearing House (1991). The third strategy - use of direct and cueing questions for reviewing graphics comes from G. C. Rake's, T. A. Rakes's, and L. J. Smith's work in the Journal of Adolescent and Adult Literacy, Using Visuals to Enhance Secondary Students' Reading Comprehension of Expository Texts from September, 1995 and Harry Stein's work in How to Interpret Visual Resources, a book published by Franklin Watts (1983).

Beliefs: Reading, especially reading for information, is an active process that takes energy. Students need to be taught how to take control of their reading. Students must activate their background knowledge in order to truly understand what they are reading. They must be able to select strategies to use when they do not understand something, therefore they must be taught a variety of ways to get this control. Students with reading difficulties are usually those that are typically unaware that reading is an active process and involves work on their side.

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STRATEGY #1: SEMANTIC ORGANIZERS

The first semantic organizer to be discussed is PLAN-A study Reading Strategy for Informational Text, developed by Caverly, Mandeville, and Nicolson. It is a four step process which can be used before, during, and after reading any informational type materials.

Step 1

PREDICT what the content and structure of the material will be about through the use of a map or diagram. The title becomes the center, with subtitles and boldfaced words forming the major branches. See example #1 for an example of a semantic map from a section of a fifth grade social studies chapter on colonialism.

Step 2

LOCATE those concepts or words that you (the student) are familiar with. Place a check next to these. Put a question mark next to those items that are not familiar. This assists the student with determining their reading speed and depth for each section. This also allows students to activate prior knowledge. See example #2.

Step 3

ADD words or phrases to the map to explain the concepts in the various branches. This step allows a student to decide if they really understand something or not. If they do not understand it after reading they are then encouraged to use other strategies, such as a glossary, dictionary, rereading, or even possibly dismissing a point as unimportant. See ex. #3.

Step 4

NOTE is the final step. Students are asked to take note of their understanding and use it to complete the task they have been assigned to do in order to evaluate and react to the text, such as

a standard chapter test, a reconstruction of the map from memory, a written essay about the information, or any such product assigned.

Other semantic mapping strategies to be taught to students include the standard Venn diagram for compare/contrast situations and other examples that follow from Pehrsson's and Denner's book, Semantic Organizers. The examples that follow are especially useful when teaching through the use of historical trade books, either fiction or non-fiction. The maps can be created as the reading progresses with discussion to follow.

The following examples include a compare/contrast organizer (example #4), a sequential or episodic event organizer (#5), and a cause and effect organizer (#6).

General Reccomendations

Prior to teaching the structured reading-study strategy through semantic mapping it is helpful for the teacher to guide the students to analyze their current methods for reading on both a narrative and informational level and to discuss what to do if they do not understand. It would also be helpful to discuss how they study for tests. This way once they have been trained in these mapping strategies a comparison can be made for the before and after situation, i.e. how much more conrol they now have over their learning.

All steps should initially be modeled by the teacher, each time more student assistance can be added, i.e. What goes in the center?, What do you think we should put on this major branch?, etc. After whole group instruction of this method, students should be encouraged to work in small collaborative groups to map out additional material. After groups have mapped out the material they could switch their map with another group to see the similarities and differences. Discussions could be held on what different groups felt were the

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most important parts and main ideas. The eventual aim of the instruction would be for the student to be able to complete the maps independently. This may or may not be possible for certain levels of students. They may continue to need to group support due to language difficulties.

A word of caution - areas that students often have difficulty with are adding entire sentences to a concept, rather than just adding a few words to describe something. A second area is fitting an entire map on one page.

These semantic mapping strategies allow students to: 1) use prediction skills, 2) activate prior knowledge, 3) use their metacognitive skills to decide what else they need to do when they do not understand something, 4) see relationships between concepts, 5) decide upon which are the main ideas and important details, and 6) feel empowered that they have now taken control of their learning.

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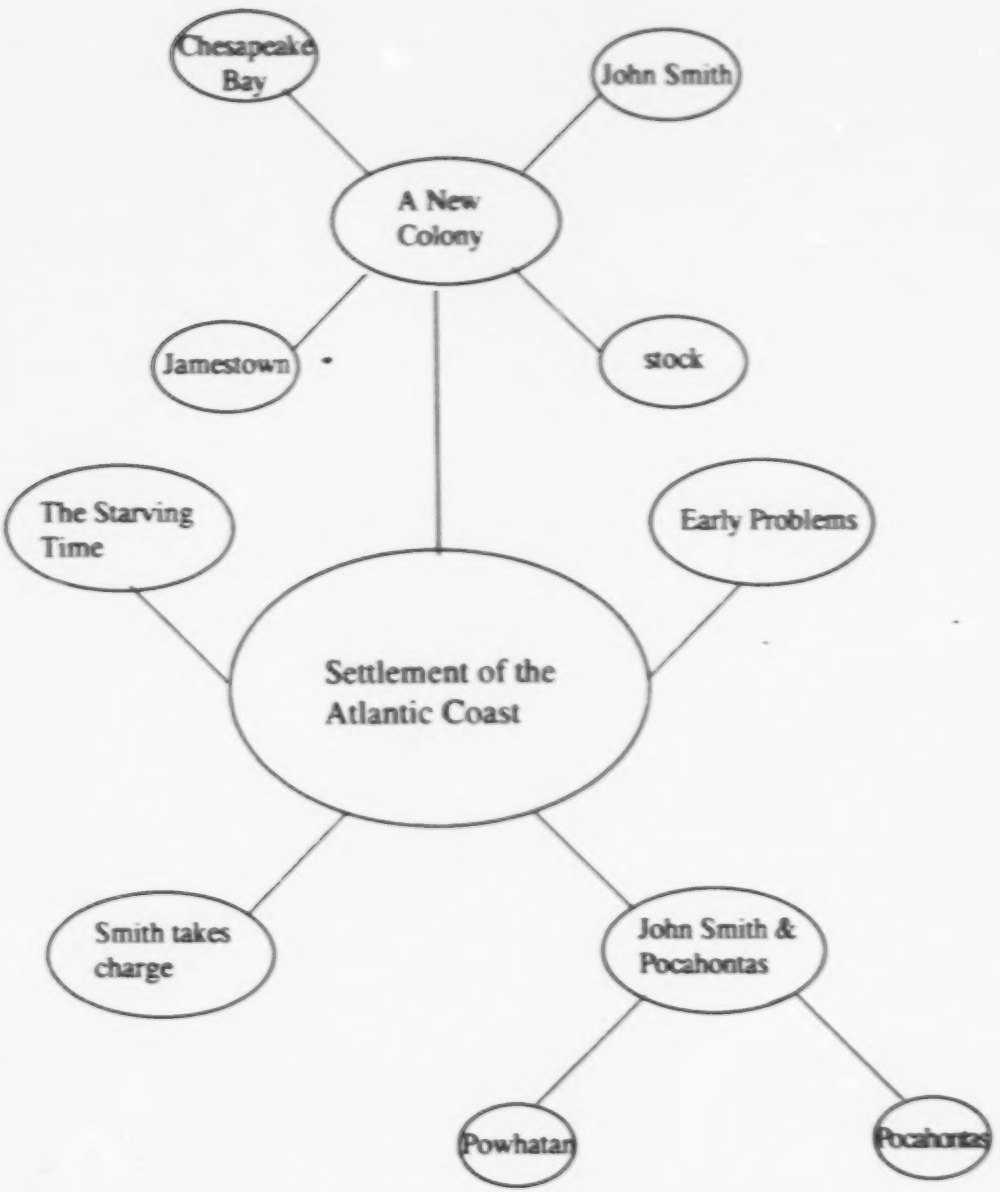
Example 1

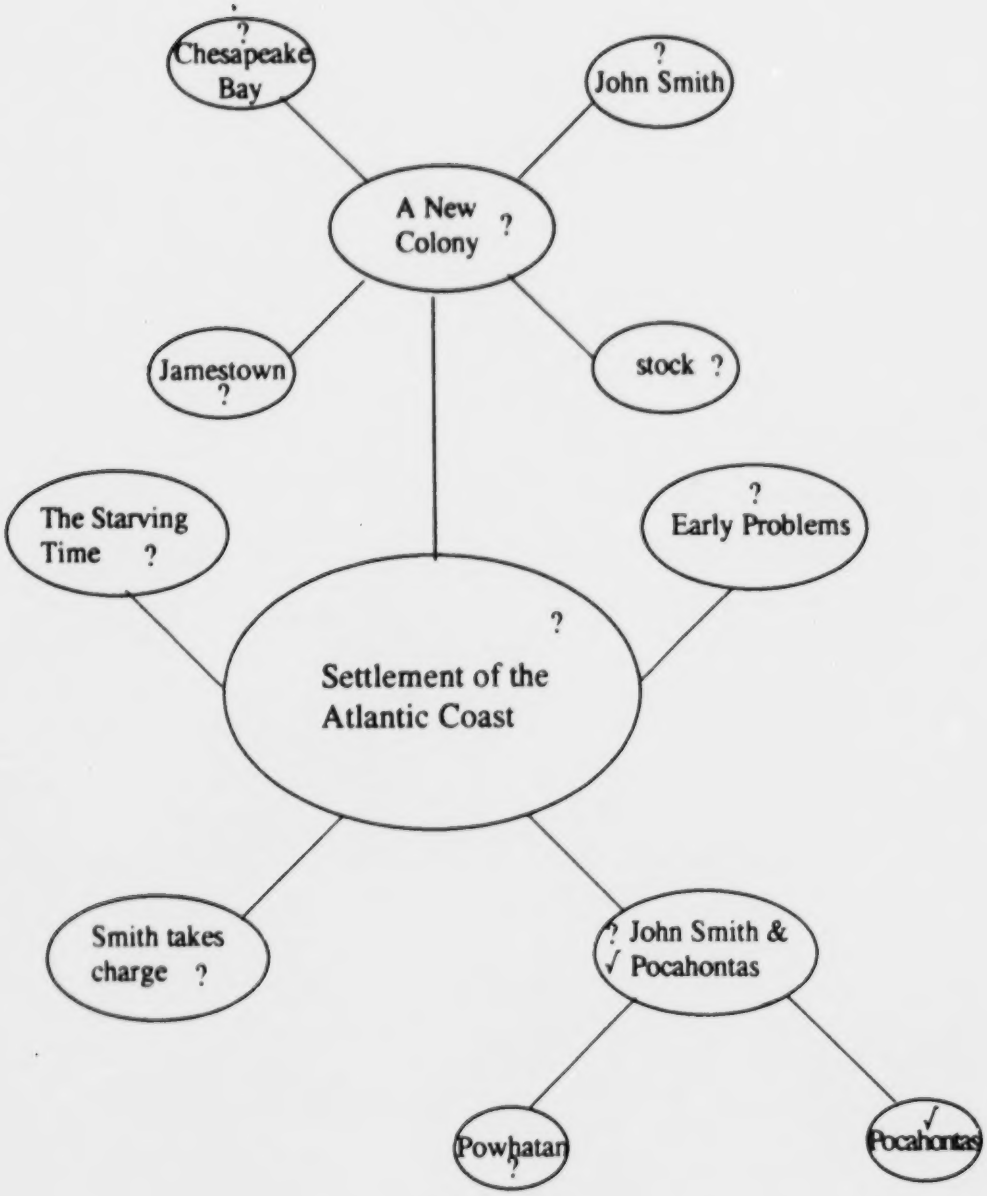
PREDICT the Content and Structure



Note: Students can already see that John Smith must be important because he is mentioned three times.

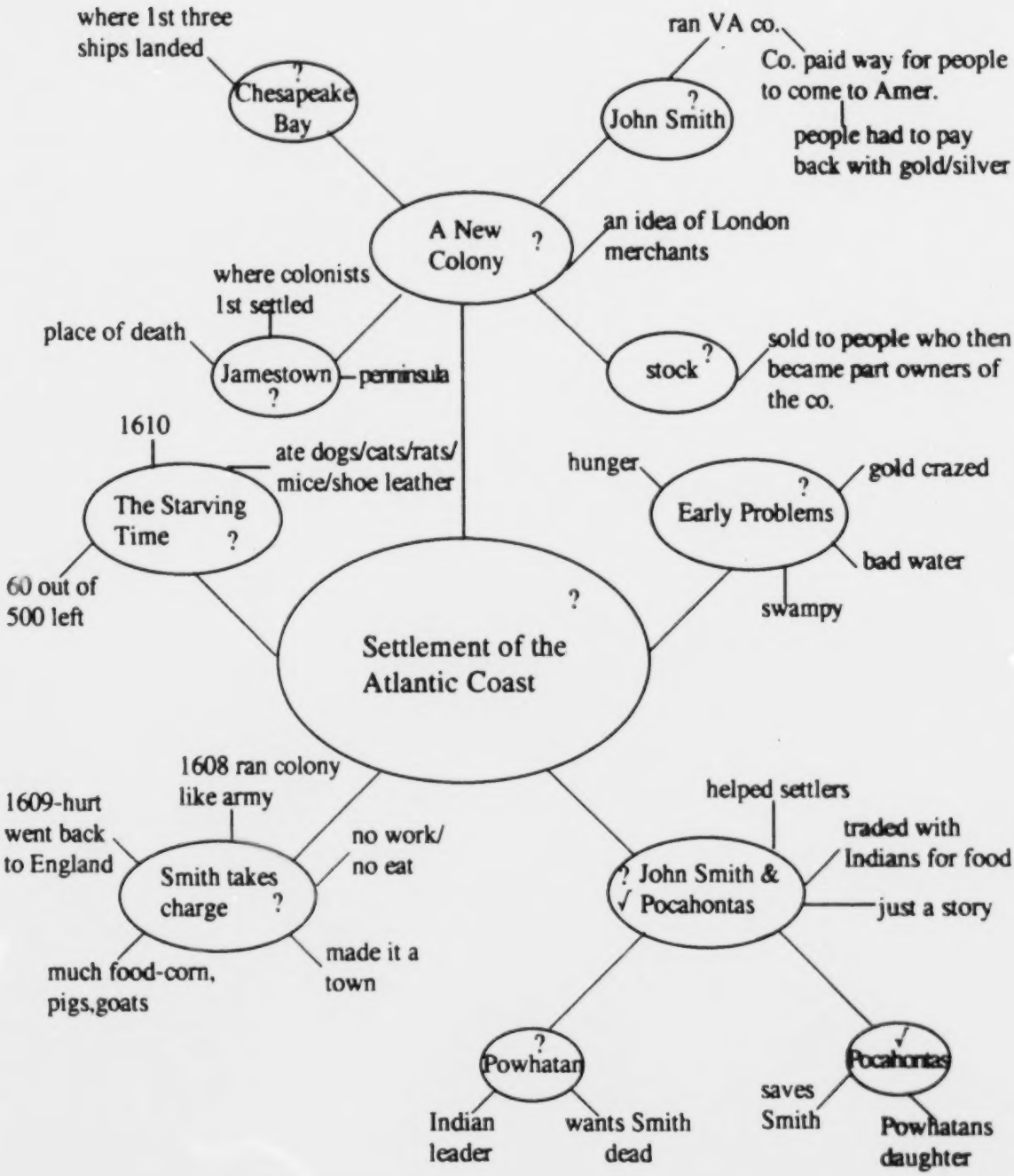
Example 2

LOCATE What is Known and Unknown
? = unknown
√ = known
ACTIVATE prior knowledge



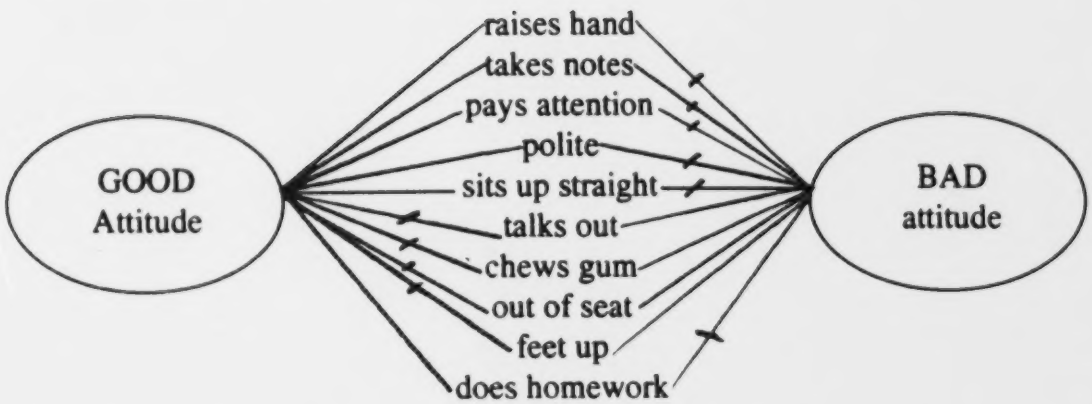
Example 3

ADD words or phrases



Example #4

Compare/Contrast Organizer
using School Attitude
as the Subject



Note: Strike-outs through a line signify that the characteristic has not been met, i.e. a bad student does not raise his/her hand.

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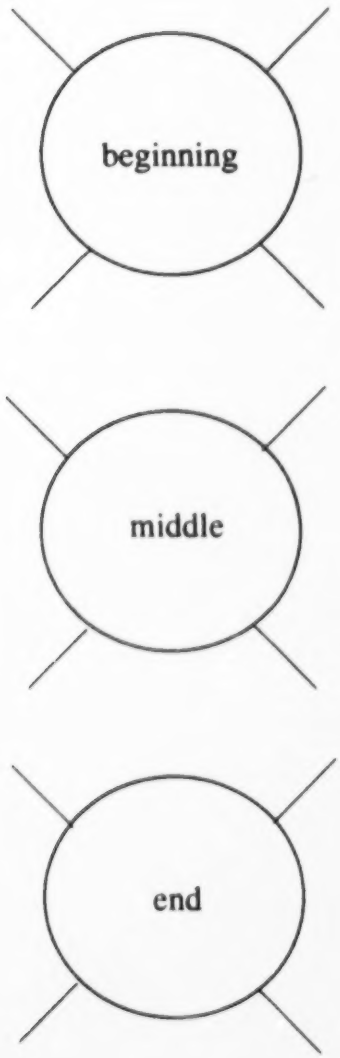
Example #5

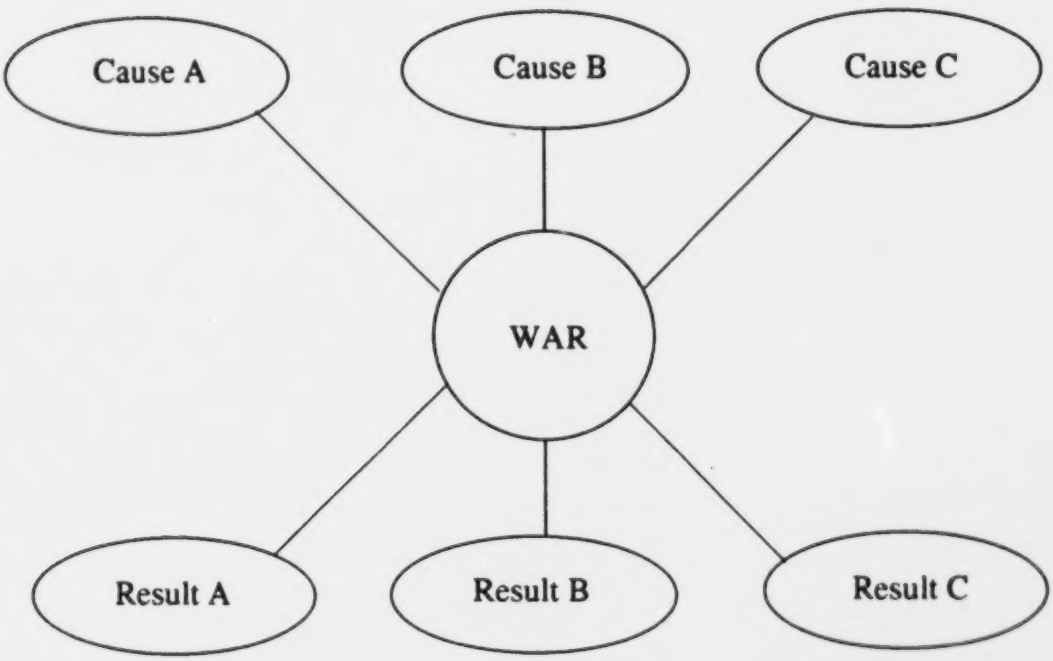
Sequential or Episodic Organizers



Note: Other words besides beginning, middle, and end could be used as descriptors, such as past, present, and future, or before, during and after. The legs sticking out of the circles are to add comments about what happened during those times.

Example #6

Cause and Effect Organizer
used with the Topic od War



STRATEGY #2: THE INTERACTIVE/INTERPERSONAL QUESTIONIING STYLE THROUGH THE USE OF TRADE BOOKS

A multitude of researchers now recommend the use of trade books for a variety of reasons, among them: stories help us understand the human experience; a better understanding of the time, place, and customs develops; they present multiple perspectives; they contribute to content acquisition; and they generate interest. They may also be used to teach skills such as compare and contrast, cause and effect, sequencing, making judgements, and distinguishing fact from fiction, among others.

In order to make the most of trade book usage a method of interactive/ interpersonal questioning, developed by Mary Louise Gomez and Richard J. Smith in The Clearing House (1991) is recommended. The focus of the questioning should be on the student as opposed to information from the author. For example, when reading about a young boy's coming of age ceremony a question such as this could be presented: Compare your Bar Mitzvah ceremony to the boy's coming of age ceremony in the text. This would be used rather than just asking for a description of the ceremony in the book. It allows the reader to activate prior knowledge on a personal level and integrate it with the new knowledge in the text. The questions that are provided in teachers guides for literature can often be modified to meet this style.

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STRATEGY #3 - VISUAL/GRAPHIC STRATEGIES

Note: Graphics/visuals are defined here as any type of visual, such as a map, graph, chart, picture, diagram, or other illustration.

Cueing Strategies - when using a visual be sure to verbally direct the students attention to relevant information, such as, "On the map, notice the river in the northeast corner of.."

Direct Questions - ask specific questions relating to the visual, such as "What do the bars represent on the graph?

Evaluative Questions - Ask students to judge the validity of the graphic relating to what they already know or have read about a topic. Show related visuals and ask which best represents what the author is trying to convey. If using photos ask students what the expression on the face seems to be saying, the body language, etc.

Creating Visuals - Have students create their own visuals to represent what they have learned. These visuals can be anything from semantic maps, geographic maps, illustrations showing an event in time, timelines, graphs, etc.

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